

# Inspection of Stokenham Area Primary School

Stokenham, Kingsbridge, Devon TQ7 2SJ

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Inspection dates: 27 and 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

The school has high expectations for all pupils. Pupils benefit from a wide and varied curriculum. As a result, pupils at this school thrive.

Throughout the school, pupils consistently demonstrate the school's values of being 'kind, responsible and safe'. Older pupils understand that they are role models to younger pupils. Pupils are keen to do their best. Staff build positive relationships with pupils. Pupils respond well to instructions from staff. As a result, the school is calm, and pupils work purposefully.

Pupils have a strong understanding of fundamental British values. They talk with confidence about the importance of democracy and tolerance. Pupils learn these values in an age-appropriate way. For example, children in Reception vote for the book they would like to read at the end of the day. Older pupils vote for who they want to represent them in their school council.

Pupils also take on roles as one of the school's young leaders. Pupils in the art council present artists and music to other pupils during assemblies. Eco-councillors take part in the local beach clean. These roles help pupils to understand what it means to be an active citizen.

## **What does the school do well and what does it need to do better?**

School leaders are reflective and work well with staff and the federation to improve the curriculum. The school ensures teachers develop their practice through regular staff training informed by educational research. As a result, the school provides a strong foundation that prepares pupils well for their future learning.

Pupils with special educational needs and/or disabilities (SEND) benefit from supportive staff. The school is quick to identify the needs of pupils with SEND. This means pupils with SEND learn the same curriculum as their peers with appropriate adaptations when necessary.

One of the many strengths of the school is the reading curriculum. Learning to read begins on the first day that children join the school. The reading curriculum is ambitious and is planned so that pupils build reading skills progressively. The school's synthetic phonics scheme is taught with rigour and precision. Teachers identify those at risk of falling behind. These pupils receive extra support to ensure they catch up quickly. Teachers present sounds clearly to pupils. They check pupils' understanding thoroughly using the school's agreed strategies. All pupils give their full attention throughout lessons. As a result, pupils have strong phonics knowledge and achieve well. This means pupils develop a love of reading and are able to read an ambitious range of books.

In most subjects, the school has identified important vocabulary it wants pupils to know and remember. Pupils are reminded regularly of key words and their meanings. As a result, pupils understand and remember them long term.

The school's precise use of assessment is reflected in other areas of the curriculum. For example, in mathematics, assessment is used well to check that pupils have a detailed understanding of key concepts and mathematical processes. This means they achieve well in this subject. However, in a few subjects, the school has not been specific enough in identifying the important knowledge pupils should know. As a result, pupils learn some subjects at a superficial level and develop gaps in their knowledge.

Pupils' behaviour throughout the school is exceptional. Pupils have consistently positive attitudes to learning. They are keen to come to school. The school rigorously reviews attendance and acts quickly and effectively. As a result, rates of persistent absence have improved.

Children in the early years get off to a flying start. They are happy and enjoy learning that is personalised to their interests. The early years curriculum enables children to build knowledge and skills throughout the year. This means they are well prepared for Year 1. The early years environment is well planned with a range of activities to help children learn through imaginative play. For example, children make butterflies before retelling a caterpillar story. They use ambitious vocabulary such as 'cocoon' and develop their fluency effectively.

Governors are committed to working with school leaders in the interests of the pupils. They know the school's strengths and areas to develop further so work effectively with leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, the school has not been precise enough in identifying the key knowledge it wants pupils to know and remember. As a result, pupils' understanding of some subjects is superficial. This means that pupils have gaps in their knowledge and their recall of prior learning is not secure. The school must ensure that curriculum knowledge is precise and that there are regular opportunities to review past learning to ensure pupils remember knowledge in the long term.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	113223
<b>Local authority</b>	Devon
<b>Inspection number</b>	10297899
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Greeves
<b>Headteacher</b>	Tess Coulthard
<b>Website</b>	<a href="http://www.stokenhamprimaryschool.co.uk">www.stokenhamprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	25 October 2012, under section 5 of the Education Act 2005

## Information about this school

- The school is part of South Hams Federation.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with school leaders, including those responsible for governance.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

James Gentile, lead inspector

His Majesty's Inspector

Cameron Lancaster

Ofsted Inspector

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